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What does the upper dog want with all these reports? That brings me to the second of his vices. He takes the labor of his under dogs exactly as you pick up a kitten on the corner, tie a bell around its neck, and call it yours. In his address at the educational convention, he says modestly: "Here are some statistics which I got together at a tremendous cost of effort. . . . " By all the gods! My 9,879 misspelled words! "Here is a device, I found very satisfactory. . . . " My neighbor's cherished scheme for teaching *Quentin Durward*! He looks over the course of study in exposition which I spent my summer holidays in planning, signs it, and sends it to the state superintendent with Miss R's list of books for supplementary reading. It is rather a grim joke on the state board of education to be paying someone \$2,000 a year to keep the teachers so busy with his own work and his investigations for magazine articles and lectures at summer institutes that they haven't time to teach the state's children. But that's what under dogs are for!

Please don't misunderstand me. He is not unpleasant about all this. He often tells me what a nice dog I am. I smile a poor little dead smile, for it is a good deal like mentioning Thanksgiving Day to the turkey to call me a nice dog when I have one hundred and fifty themes to mark, and more due the next day. When I stagger home with a face looking like the map of a river system, my young nephew, in the hardihood of his first pompadour, says that "somebody at that blooming school ought to have his face punched." I feel that that might help. I suppose it is all in the day's work, but when I think of my golden life, the only one I shall ever have so far as I know, slipping away in figures and red ink!—*Mon âme a perdu ses ailes.*

U. D.

ON TEACHING AMERICAN

The English courses of our high schools are to a large extent in the control of the third, fourth, perhaps even tenth generation of Americanized immigrants. The English courses of our colleges are held still more firmly in the clutches of the cultured native. But sometimes to us come flashlights from the off-shore liners with their steerage hordes. We set our jaw squarely and prepare to teach the coming million English. Why not teach them American?

Our cheerful friend, the soul of a city settlement, laughs at us. "My dear, have you any idea how many of the commonest words of the common platform speaker are beyond their understanding? How can they know 'ventilation' when they have one window? Or 'passenger' until they have the means to hail a car?"

Next morning we discuss Lamb's *Poor Relations* with a happy class from seven nations. Sometimes they smile in recognition of a familiar situation, or do they reflect our smile? In a New England private school, among grandchildren of the Civil War, we could talk of harpsicords, ancestral tea-kettles, or even arms done on vellum. They were ready for a trip from the home country to old England and her curiosity shops of a century ago. But we are putting a strain upon Raphael, and Isadore, and Heinrich, who are ardently willing to learn all customs and traditions of the United States, if we force them back with Sir Roger to Vauxhall, and rowboats on the Thames in 1725.

It may be extreme to say, "We are teaching English as a dead language." But it is too true that "local conditions do not determine the English course"; and some of us foster-mothers to America's adopted children are eager for a chance to teach the language of our country in its own home setting. Give us, O ye gods of the college-entrance requirement list, more American authors!

We have seen in the young immigrant of our high-school halls a dash toward Lincoln which he never takes toward Milton. He is a good actor, and he plays his part well by the side of the true-born American. But what is he thinking? It is a short time from black rye bread in Russia to United States ice cream soda; but is a long way round to reach it, by feasts on peacock flesh in English country homes. Can he not wait for such banquets until he enters college? For he has made up his mind to go.

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To the Editor of the "English Journal":

I notice that you invite suggestions with regard to the reorganization of English in secondary schools. On the one hand, the English teacher is overworked. On the other, there is a strong tendency for English instruction to become artificial and mechanical. My suggestion is that every high-school teacher should supervise the writing of a few compositions upon the subject he teaches. For instance, the teacher of chemistry should supervise the writing of a composition on the purity of the city water; the teacher of biology, on insects as disease-carriers; the teacher of physics, on the manufacture of artificial ice, etc. There is too little content in most of the composition work of the high school. The subject of a composition should (1) deeply interest the writer, (2) be fully understood by the teacher in charge, and (3) where possible, appeal to the classmates who listen to the reading of